

En

KEY STAGE

3

LEVELS

4–7

English test

Reading paper answer booklet

A question of choice

First name _____

Last name _____

School _____

- This paper is **1 hour and 15 minutes** long.
- You have **15 minutes** to read the Reading booklet before answering the questions in your answer booklet. During this time you should not open your answer booklet.
- You then have **1 hour** to write your answers.
- Write your answers in this booklet. You may ask for more paper if you need it.
- There are 17 questions totalling 32 marks on this paper.

2009

Questions 1–7 are about *Spoilt for choice?* (pages 4–5 in the Reading booklet).

1. Give two different words from **paragraph 1** which show that too much choice causes people problems.

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•

(1 mark)

Q1

2. **Explain** two ways paragraph 2 emphasises how much choice people have today.

•

•

(2 marks)

Q2

3. *constantly being bombarded by a hail of products* (paragraph 3)

What does the **choice of language** in this quotation suggest about the experience of shopping today?

(1 mark)

Q3

4. *'The jeans I got were OK, but because there were so many to choose from and I'd spent so much time searching, I thought they'd be perfect – but they weren't!'* (paragraph 3)

What does this quotation suggest about Barry Schwartz's feelings?

(1 mark)

Q4

5. In paragraph 4 David Shanks is giving his views.

Explain **one** way he organises his ideas in paragraph 4.

(1 mark)

Q5

Turn over for question 6

6. From paragraph 6, explain how the writer ends the article in a positive way.

(1 mark)

Q6

7. Which of the following best describes the main point the writer is trying to convey in this article?

Tick **one** box:

Making choices is difficult but it is worth it because you are able to find things you really like.

☐

Some people are better at making choices than others and everyone can learn how to be decisive.

☐

Choice can be good but too much choice makes it difficult for people to make decisions.

☐

The more choice people have, the more they are likely to buy when they are shopping.

☐

(1 mark)

Q7

Questions 8–12 are about *Choose Fairtrade* (pages 6–7 in the Reading booklet).

8. Complete the table below to show how the following quotations try to make the reader interested in Fairtrade.

One has been done for you.

quotation	how this quotation tries to make the reader interested in Fairtrade
<p><i>Did you know ...</i></p> <p>(from <i>Food for thought</i>)</p>	<p>It says <i>you</i> which makes the reader feel like the writer is talking directly to them about Fairtrade.</p>
<p>a) <i>may get as little as 5p</i></p> <p>(from <i>Food for thought</i>)</p>	<hr/> <hr/> <hr/>
<p>b) <i>companies in wealthy countries pay very low prices so that we can too.</i></p> <p>(from <i>So, what is Fairtrade?</i>)</p>	<hr/> <hr/> <hr/>

(2 marks)

Q8a

Q8b

Turn over for question 9

9. The section headed *And the Foundation's vision?* is about the aims of the Fairtrade Foundation.

Which **two** of the following statements best describe the Foundation's aims?

Tick **two** boxes:

Farmers from developing countries will get a better deal.

☐

There will be wider access to Fairtrade products.

☐

People will only buy Fairtrade products.

☐

Coffee and bananas will cost less money.

☐

(1 mark)

Q9

10. The section headed *Focus on cocoa* is about cocoa farmers in Ghana.

In what ways does the choice of language in **paragraphs 2, 3 and 4** of this section show how much difference Fairtrade has made to some of these farmers?

Refer to specific words and phrases from these paragraphs and comment on them.

(3 marks)

Q10

11. Give two quotations from the section headed *Make a difference ... NOW!* which show that the leaflet is aimed at young people.

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(1 mark)

Q11

Turn over for question 12

12. Explain how the whole leaflet is organised and presented to persuade the reader to support Fairtrade.

You should comment on:

- the order of the different sections;
- the choice of language in the headings and subheadings;
- the layout, including the choice of photographs.

[illegible]

(5 marks)

Q12

Questions 13–17 are about *Chosen* (pages 8–9 in the Reading booklet).

13. Explain one impression you get of the girl's mother from paragraph 1.

Support your answer with a quotation from this paragraph.

(1 mark)

Q13

14. How does the whole of paragraph 2 build up to the introduction of the puppy?

Support your ideas with quotations from this paragraph.

[illegible]

(3 marks)

Q14

Turn over for question 15

15a). In paragraph 3, the girl sees the puppy from her window.

Explain what the choice of language in the following quotation suggests about the puppy's movements:

like a drunken moth around a candle-flame

(1 mark)

Q15a

15b). In paragraph 7, the puppy is on the girl's lap as it is taken home.

Explain what the choice of language in the following quotation suggests about the way the puppy is lying:

its four paws sprawled every-which-way

(1 mark)

Q15b

16. *Was right on my side? It was. Should anybody but myself choose my dog? No.*
(paragraph 5)

How does the use of language in this quotation show that the girl is determined to choose her own dog?

(1 mark)

Q16

17. What impressions do you get of the girl's character from her attitude towards her parents and towards the puppy?

Support your ideas with quotations from the whole text.

[illegible]

(5 marks)

Q17

END OF TEST

